



Pupil Premium Strategy Statement

NB: This strategy has been in place since September 2020, but was re-published in this new required format with updates in April 2021.

School overview

Metric	Data
School name	Powell Corderoy Primary School
Pupils in school	205
Proportion of disadvantaged pupils	9.7%
Pupil premium allocation this academic year	£26,500 (estimated)
Academic year or years covered by statement	2020-23
Publish date	26.04.2021
Review date	01.09.2021
Statement authorised by	Emma McLaughlin
Pupil premium lead	Helen Harber
Governor lead	Claire Hope

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Unknown due to no SATs 2020
Writing	Unknown due to no SATs 2020
Maths	Unknown due to no SATs 2020

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	92% based on internal teacher assessment
Achieving high standard at KS2	24% based on internal teacher assessment

Strategy aims for disadvantaged pupils (2020-23)

Measure	Activity
Priority 1	Developing vocabulary: Ensure all relevant staff, including new staff, have received paid-for Word Aware training and have the necessary resources

	to embed Word-Aware practices successfully throughout the school (from July 2021 – postponed due to COVID-19).
Priority 2	Diverse and meaningful real-life experiences: Develop and embed the Powell Corderoy Curriculum to provide wide-ranging opportunities for applied learning, using a project-based approach.
Priority 3	Exposure to diversity (including a range of positive role models): Review the range of text-types and other information sources used to deliver the curriculum across the school and purchase books or resources where needed (including for the school library) which are representative of a wide range of cultures and backgrounds and positive role models.
Priority 4	Effective feedback as part of Quality First Teaching: Embed the feedback policy adopted last year and continue to monitor its effectiveness. Ensure any new staff are trained on use of effective feedback and are operating in line with the new policy.
Barriers to learning these priorities addressed	<ol style="list-style-type: none"> 1) Children develop a greater understanding of a rich range of vocabulary and become confident at using it in different subjects and contexts. 2) Children have wide ranging and interesting real-world experiences which enable them to make links between areas of learning and see a purpose to learning in different subjects. 3) Children develop positive values and attitudes, in line with school and British values, which set them up to succeed in a diverse society. 4) Staff use evidence-based methods for timely and effective feedback as a form of intervention.
Projected spending	£6,500 this academic year

Teaching priorities for current academic year (2020/1)

Aim	Target	Target date
Progress in Reading	PP children achieve national average progress scores in KS2 Reading	Sept 22 (no SATs 2021)
Progress in Writing	PP children achieve national average progress scores in KS2 Writing	Sept 22 (no SATs 2021)
Progress in Mathematics	PP children achieve national average progress scores in KS2 Writing	Sept 22 (no SATs 2021)
Phonics	PP children achieve national average expected standard in PSC	Sept 2022 (no PSC 2021)
Other	Ensure all PP children are actively engaged during periods of remote learning, and make a full and prompt	Ongoing until July 2021

	return to school with good attendance after periods of lockdown.	
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Targeted academic support for current academic year (2020/21)

Measure	Activity
Priority 1	Support staff are trained in precision teaching and deliver precision teaching for individuals spelling for age-related words and spelling patterns based on gap-analysis.
Priority 2	Toe-by-toe used to target children in KS2 who continue to require support with phonics.
Priority 3	Language Link used in EYFS/KS1 to screen for early speech and language difficulties and provide targeted intervention as required.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1) Early speech and language delays picked up as soon as possible and addressed in EYFS / followed up in KS1. 2) Children who have not reached the required standard in phonics continue to receive follow-up provision with a high-impact catch-up programme in Year 3. 3) Individuals are targeted at every level to ensure age-related expectations are met for phonics and spelling (phonics results have not historically been an area of concern, but weaknesses in writing commonly identified spelling as the problem throughout KS2.)
Projected spending	£10,000

Wider strategies for current academic year (2020/21)

Measure	Activity
Priority 1	Trained ELSA provides emotional literacy and pastoral support to children in school (including virtually during lockdown.)
Priority 2	Providing learning packs (including stationery, books and additional learning resources) to children at home during remote learning where there is an identified need.
Priority 3	Subsidising breakfast club fees or trips and experiences for low-income families to ensure children are able to fully participate in the experiences on offer.
Barriers to learning these priorities address	Improving attendance and readiness to learn for disadvantaged pupils with an identified need for

	support. Financial constraints limiting extra-curricular opportunities.
Projected spending	£10,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders or cover supervisor; use of TA meetings.
Targeted support	Ensuring enough time is allocated for support staff to deliver regular precision teaching and toe-by-toe 1:1	Inclusion leader to timetable with class teachers as part of PPMs and monitor.
Wider strategies	Increased demand for pastoral support due to the pandemic, and ELSA working offsite due to shielding.	Second trained ELSA (currently employed as a TA) used to increase capacity temporarily.
All areas	Impact of two periods of lockdown have disrupted progress of curriculum development, and of CPD and interventions.	<p>Period of assessment prior to Easter 2021 to review priorities and adjust provision as required.</p> <p>Rescheduling Word Aware CPD to July 2021 to enable all staff to attend and face to face training to take place.</p> <p>Revisiting and refreshing CPD on precision teaching as needed.</p> <p>Using virtual experiences wherever possibly in place of real life experiences (e.g. visitors via zoom, online and virtual tours)</p> <p>Adapted curriculum taught until July 2021; INSET time allocated to revisit and review progress with curriculum development for September 2021.</p>

Review: last year's aims and outcomes

Aim	Outcome
Please see the impact column on our 2019/20 Pupil Premium Report (available on the school website.)	

